



The Blue Coat School

Faith Vision Nurture



YEAR 8

OPTIONS

BOOKLET

KEY INFORMATION

Options Evening: Monday 14th March - 6.00pm
Monday 14th March - 7.00pm
Tuesday 15th March - 6.00pm

Choices Deadline: Monday 18th April 2016

Making Choices

Introduction

Choosing your options is an important decision. Our young people will live in a rapidly changing world and many will work in jobs that haven't been invented yet. So the important thing now is to ensure you have breadth and balance in your curriculum, that you enjoy what you are learning (because that leads to good grades) and you don't close any doors to your future.

The school curriculum

At Blue Coat we want all of our students to continue with a broad and balanced curriculum including a language and at least one humanities subject at GCSE. As facilitating subjects these qualifications are crucial in supporting the choices that the vast majority of our students will make at the end of their GCSEs and beyond. You will be able to choose which language you feel you will excel in and also whether history or geography is right for you. Some of our students may choose to do history **and** geography, or **two** languages.

Alongside your core curriculum (which includes the subjects above along with English, mathematics, science and religious studies) you will be able to select two additional subjects to study next year. This is your chance to specialise and pick subjects that match your early career plans and that you really enjoy.

You will continue to study wellbeing during Years 9, 10 and 11. This allows time in the curriculum to cover crucial topics including health and careers. There is also a focus on *Mental Toughness*, a programme designed to build resilience and to enable our young people to manage the pressures of workload and public examinations.

Physical education is also part of the compulsory core. At Blue Coat, at the start of KS4, students are grouped on practical ability. At this stage, PE is recreational and isn't assessed, therefore each group has the choice of a range of activities to follow throughout the key stage. This enables everyone to pursue their main interests or activities which they are good at and would like to improve, to set them up for lifelong physical activity. Activities change each half term with fitness training being the only compulsory activity because of the way it helps to improve health and wellbeing. All students will also have the opportunity to complete the Sports Leaders Level 2 Award where they can learn how to organise and run general sports sessions, including those for primary school pupils.

Changes in GCSE Grading

Year 8 students choosing their options in 2016 will receive different grades at GCSE in 2019. Many subjects will be assessed by exam only, and students will be awarded one of nine grades, from 1-9, with 9 representing the highest level of attainment. More guidance will be given to help understand the new grades and how they compare with the old 'letter grades', as it becomes available.

Making good choices for you

There are lots of things to consider when making choices about your future.

Ask yourself:

- What will I **achieve** in this subject? – What subjects will I get the best grades in? Grades matter when applying for Sixth Form, college, university, apprenticeships, and jobs throughout your life. Your teachers will be able to help you understand the sorts of grades that students go on to achieve from the grades that you have in Year 8. Use your flightpaths to help you look at potential outcomes.
- Will I **enjoy** this subject? – Three years is a long time and students excel in the subjects that they enjoy.
- Will this subject allow me to **progress**? - Will this choice lead to the A levels, college courses and university courses that I am interested in? Are these good choices for the career I would like in the future? It is important to get accurate information and advice on this. Things change quickly so don't solely rely on family members for this. See the section of further information, advice and guidance.

Don't ask yourself:

- Are my friends choosing this subject? Your friends will still be your friends! They may have very different skills and interests to you.
- Who will my teacher be? Everyone feels comfortable with teachers that they are familiar with, but these teachers were new to you once also. All teachers at Blue Coat are committed to ensuring that you do well!

Seeking further information, advice and guidance

Giving advice on careers is a specialist job. Things change quickly and it is impossible for non-specialists (including family members and teachers) to keep up to date. Because of this we have a specialist careers advisor in school who can keep up to date and give you accurate information.

Positive Steps provide our careers education service. Stephanie Murray is based in the Undercroft and will gladly see anyone who needs advice. To book an appointment with a careers advisor contact your form tutor.

The National Careers Service website also provides lots of information to assist young people in making decisions.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

In wellbeing lessons you have also looked at the Careers Explorer website. This site gives accurate information about jobs, apprenticeships and college/university places. It enables you to look at the end points you are trying to reach and gives you important information about the requirements of these jobs and courses. You can also find out about wages, employment prospects and current job vacancies. The link for this can be accessed via the Student section of the school website and on the right hand menu on Bloodle.

<http://blue.coat.school.careerexplorer.co.uk/>

[What happens after I have made my choices?](#)

At Blue Coat we write a timetable around the choices made by our students in Year 8. This means that we design the options around the actual choices and combinations that you pick. We will design the timetable that allows as many of you as possible to have two of your three choices. There are no guarantees that you will get your first two choices but almost everyone will get two of their three choices.

You will need to hand in your options choices on or before your wellbeing lesson on **Monday 18th April 2016**. Your form tutors may ask you to bring it in advance to ensure that you have it in school ready to use during your wellbeing lesson.

CORE SUBJECTS

Subject	Page
English Language & English Literature	5
Mathematics	6
Physical Education (Core)	1
Religious Studies	7
Combined Science	8
Science (Triple Award)	9

Option 1

Subject	Page
Geography	11
History	12

Option 2

Subject	Page
French	14
German	15

ENGLISH LANGUAGE & LITERATURE

Title of qualification	English Language and English Literature
Foundation Term	Over the course of Year 8 and Year 9 you will study a range of novels, poems, plays and non-fiction texts from different literary periods and writers. You will develop your skills of reading analysis, writing creatively and writing discursively, which will directly support the increased challenge of the course in both Language and Literature at GCSE.
Examination board & specification	AQA GCSE English Language GCSE English Literature
Assessment	100% Examination English Language Paper One: Explorations in Creative Reading and Writing Paper Two: Writers' Viewpoints and Perspectives English English Literature Paper One: Shakespeare and the 19th Century Novel Paper Two: Modern Texts and Poetry
Examination entry	Grade 9-1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • Reading unseen material from the 19th, 20th and 21st century • Writing to describe and narrate • Writing to argue, persuade and discuss • Jekyll and Hyde or A Christmas Carol • Romeo and Juliet or Macbeth • An Inspector Calls • A range of taught and unseen poetry
Controlled assessment	There is no controlled assessment in English Language & Literature.
Who should consider this course?	English Language & Literature is a core subject and is studied by all students.
Expectations of students who study this course	All students will study the course.

MATHEMATICS

Title of qualification	GCSE Mathematics
Foundation Term	You will commence the year 9 course concentrating solely on number, ensuring that the foundations of percentages, decimals and fractions, and skills such as estimating and rounding are embedded. From this point you will look at elements of financial mathematics including simple interest and compound interest. Into the second half of the Autumn term, you will focus on area and volume, concentrating on complex solids such as cones, cylinders, prisms, pyramids and frustums, and then move onto the data topic where you will look at collecting, processing, manipulating and interpreting large data sets.
Examination board & specification	Edexcel Level 1/Level 2 GCSE Mathematics (9-1)
Assessment	3 externally examined papers of 80 marks each Paper 1 (Non-Calculator) - 1hour 30mins Paper 2 (Calculator) - 1hour 30mins Paper 3 (Calculator) - 1hour 30mins
Examination entry	Higher Tier – Grades 4-9 Foundation Tier – Grades 1-5
Course overview	The assessments will cover the following content headings: <ol style="list-style-type: none"> 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics
Expectations of students who study this course	A determined and committed attitude throughout Year 10 and Year 11. Ask for support from teaching staff when you need it and to strive for excellence.
Additional information	The purposes of this qualification are to: <ul style="list-style-type: none"> • Ensure our students have a strong mathematical foundation for academic and vocational studies and for employment. • Ensure our students are as good mathematically as young people anywhere in the world.

RELIGIOUS STUDIES

Title of qualification	GCSE Religious Studies											
Foundation Term	You will develop the justification and evaluation skills needed for GCSE Religious Studies through a unit of work on 'Where was God in the Holocaust?'. This will introduce you to a variety of religious, non-religious and philosophical viewpoints. There will be opportunities to carry out independent research to further your learning. You will be encouraged to maturely consider the ethical issues raised from this topic, which is a key part of the GCSE course.											
Examination board & specification	AQA Religious Studies Specification (new)											
Assessment	100% Examination											
Examination entry	Grades 9 - 1											
Course overview	<p>You will study 2 components. Component 1 is the study of a religion. Component 2 is the study of 4 different themes centered on Religion, Philosophy and Ethics.</p> <table border="1"> <thead> <tr> <th>Component 1 – Christianity</th> <th>Component 2 – Religion, Philosophy and Ethics</th> </tr> </thead> <tbody> <tr> <td>Beliefs and Teachings – key beliefs e.g. The nature of God, The Afterlife, Beliefs about Jesus such as the Crucifixion and Resurrection etc.</td> <td>The existence of God e.g. arguments for God’s existence</td> </tr> <tr> <td>Practices – worship and festivals e.g. baptism, pilgrimage, prayer etc.</td> <td>Religion, Peace and Conflict e.g. war, terrorism, conflict</td> </tr> <tr> <td></td> <td>Religion, Crime and Punishment e.g. causes of crime, death penalty</td> </tr> <tr> <td></td> <td>Religion, human rights, and social justice e.g. prejudice, wealth and poverty</td> </tr> </tbody> </table>		Component 1 – Christianity	Component 2 – Religion, Philosophy and Ethics	Beliefs and Teachings – key beliefs e.g. The nature of God, The Afterlife, Beliefs about Jesus such as the Crucifixion and Resurrection etc.	The existence of God e.g. arguments for God’s existence	Practices – worship and festivals e.g. baptism, pilgrimage, prayer etc.	Religion, Peace and Conflict e.g. war, terrorism, conflict		Religion, Crime and Punishment e.g. causes of crime, death penalty		Religion, human rights, and social justice e.g. prejudice, wealth and poverty
Component 1 – Christianity	Component 2 – Religion, Philosophy and Ethics											
Beliefs and Teachings – key beliefs e.g. The nature of God, The Afterlife, Beliefs about Jesus such as the Crucifixion and Resurrection etc.	The existence of God e.g. arguments for God’s existence											
Practices – worship and festivals e.g. baptism, pilgrimage, prayer etc.	Religion, Peace and Conflict e.g. war, terrorism, conflict											
	Religion, Crime and Punishment e.g. causes of crime, death penalty											
	Religion, human rights, and social justice e.g. prejudice, wealth and poverty											
Who should consider this course?	Religious Studies is a compulsory GCSE course.											
Expectations of students who study this course	<p>We will help you develop exam technique by doing lots of practice and tests/writing under timed conditions. Students will also be expected to have their own, justified, opinion on a range of ethical issues.</p> <p>Students will be expected to carry out independent work and extra reading to help them develop the necessary skills. This includes using revision resources we supply and resources on Bloodle. Students are also expected to have a revision folder including sections for all topics studied.</p>											

SCIENCE (COMBINED SCIENCE)

Title of qualification	GCSE Combined Science
Foundation Term	<p>You will study topics in Biology, Chemistry and Physics covering content that will prepare you for the new science GCSEs. There will continue to be a strong emphasis on your ability to work scientifically, and you will study an additional unit designed to focus on the practical and analytical skills that are essential at GCSE.</p> <p>In November you will sit an end of Key Stage 3 examination that covers topics from across Years 7, 8 and 9. This will assess the knowledge and skills you need to take into GCSE, and will give you an insight into the terminal assessment you'll face in Year 11.</p>
Examination board & specification	AQA Combined Science Trilogy (8464)
Assessment	<p>100% Examination</p> <p>6 exams (each 75 mins) – all taken at the end of Year 11</p>
Examination Entry	<p>Higher Tier - Grades 4-9</p> <p>Foundation Tier - Grades 1-5</p> <p>Students will be awarded two GCSE grades e.g. 1-1</p>
Course overview	9 lessons of Science per fortnight with 3 teachers and you will study 1 subject with each teacher (Biology, Chemistry and Physics).
Controlled assessment	There will be no controlled assessment. All assessment is by examination at the end of Year 11.
Who should consider this course?	Combined Science is perfect for students who enjoy Science but may not wish to pursue a strongly scientific career (e.g. medicine). This subject is also ideal for students who may find Maths challenging since the Maths aspect of Combined Science is less than Triple Science. Science is a compulsory subject so all students will study Combined Science or Triple Science.
Expectations of students who study this course	Students should expect a broad and balanced scientific experience, incorporating theory and practical work. There will also be mathematical demand but this will be integrated within the course.

SCIENCE (TRIPLE SCIENCE)

Title of qualification	GCSE Triple Science
Foundation Term	<p>You will study topics in Biology, Chemistry and Physics covering content that will prepare you for the new science GCSEs. There will continue to be a strong emphasis on your ability to work scientifically, and you will study an additional unit designed to focus on the practical and analytical skills that are essential at GCSE.</p> <p>In November you will sit an end of Key Stage 3 examination that covers topics from across Years 7, 8 and 9. This will assess the knowledge and skills you need to take into GCSE, and will give you an insight into the terminal assessment you'll face in Year 11.</p>
Examination board & specification	<p>AQA</p> <p>Biology (8461)</p> <p>Chemistry (8462)</p> <p>Physics (8463)</p>
Assessment	<p>100% Examination</p> <p>6 exams (each 105 mins) all taken at the end of Year 11</p>
Examination Entry	<p>Higher Tier - Grades 4-9</p> <p>Foundation Tier - Grades 1-5</p>
Course overview	<p>12 lessons of Science per fortnight with 3 teachers and you will study 1 subject with each teacher (Biology, Chemistry and Physics).</p>
Controlled assessment	<p>There will be no controlled assessment. All assessment is by examination at the end of Year 11.</p>
Who should consider this course?	<p>Triple Science is a highly demanding qualification. Students should be able to learn and understand a great deal of challenging scientific ideas and be able to apply these under exam conditions. They should also be extremely confident using maths as there is a great deal of this in the Triple Science course. This is for students who both love Science and are considering a career in research, medicine or dentistry.</p>
Expectations of students who study this course	<p>Students should expect a demanding scientific curriculum with a very significant maths element (maths will be involved in 10% of Biology questions, 20% of Chemistry questions and 30% of Physics questions).</p>

OPTION 1

Geography

OR

History

GEOGRAPHY

Title of qualification	GCSE Geography
Foundation Term	You will continue to build upon the skills needed for GCSE Geography through studying about earthquakes and the continent of Africa. The study of this topic will provide key content needed for the GCSE specification, as well as opportunities to develop a broader range of geographical skills. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9-1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Who should consider this course?	The course is an exciting course for anyone who enjoyed geography in Year 9. Geographers are good decision makers and many go on to work in the professions, in business and in management.
Expectations of students who study this course	Students will need to commit to taking part in the fieldtrips at GCSE as collecting data for both physical and human sections is a statutory requirement of the course.

HISTORY

Title of qualification	GCSE History
Foundation Term	You will continue to build upon the skills needed for GCSE History through a unit on Weimar and Nazi Germany. The study of this topic will provide key content needed for the modern world unit of the GCSE specification, as well as opportunities to develop a broader range of source and interpretation analysis strategies. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	EDEXCEL History (from 2016)
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grades 9-1
Course overview	You will study four units over the 2 years: <ol style="list-style-type: none"> 1. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city 2. Henry VIII and his ministers, 1509–40 3. Superpower relations and the Cold War, 1941–91 4. Weimar and Nazi Germany, 1918 - 39
Who should consider this course?	The course is a challenging but exciting course for anyone who enjoyed History at KS3. Historians are independent thinkers and enquirers, who are skilled at learning, developing and weighing up factual evidence. History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as History, Politics, Law or International Relations at University and are found in a wide range of careers including the professions, business and management.
Expectations of students who study this course	Students will need to commit to reading, understanding and learning historical evidence. Students will apply content and skills to a variety of exam questions in which some require extended writing based on the use of sources and/or their own knowledge.
Additional information	The course textbooks are currently being produced to support the new GCSE. There will be one textbook per topic directly from EDEXCEL approved publishers.

OPTION 2

French

OR

German

FRENCH

Title of qualification	GCSE French
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	WJEC
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%)
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study three broad areas of content over the 2 years: <ol style="list-style-type: none"> 1. Identity & culture (e.g. relationships, healthy living, festivals & traditions) Local, national, international & global areas of interest (e.g. home town, 2. French-speaking countries, environment) 3. Current & future study & employment (e.g. jobs, future plans, school life)
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy French in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GERMAN

Title of qualification	GCSE German
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	WJEC
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%)
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study three broad areas of content over the 2 years: <ol style="list-style-type: none"> 1. Identity & culture (e.g. relationships, healthy living, festivals & traditions) 2. Local, national, international & global areas of interest (e.g. home town, German-speaking countries, environment) 3. Current & future study & employment (e.g. jobs, future plans, school life)
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy German in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

OPTIONS 3 - 5

Subject	Page
Art & Design – Fine Art	17
Art & Design - Photography	18
Business Studies	19
Child Development	20
Construction	21
Drama & Performing Arts	22
Engineering	23
Food Preparation & Nutrition	24
French	25
German	26
Geography	27
History	28
ICT – Computer Science	29
Media Studies	30
Music	31
Physical Education	32
Product Design	33
Sociology	34
Textiles	35

Further Information	36-38
---------------------	-------

Option Choices Form	40
---------------------	----

ART AND DESIGN (FINE ART)

Title of qualification	GCSE Art and Design (Fine Art)
Foundation Term	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; sketchbook presentation skills, drawing and painting skills and how to analyse works of art.
Examination board & specification	AQA Art and Design Fine Art
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Course overview	<p>Training unit: During the first term students learn how to observe, record, present sketchbooks and develop skills, exploring a range of different media, processes or techniques. We ensure that there is something suitable for all interests. Workshop based lessons.</p> <p><u>Unit 1</u> Critical Studies – Choice of themes: Portraits or Everyday Objects A Sense of Place – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Unit 2</u> Externally set task – A choice of themes provided by the exam board as the starting point for the exam.</p>
Controlled assessment	10 hour examination carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys art, those who aspire to a future career in art or design based disciplines, also students who enjoy working independently.
Expectations of students who study this course	<p>Students are prepared to think for themselves, to work on sketchbook studies and homework tasks independently to present their work to a high standard and learn new skills.</p> <p>There is a requirement to attend the Manchester trip at the end of Year 10.</p>
Additional information	All our courses give students the opportunity to produce a portfolio of work that they can show to prospective employers or use to help secure a place in higher education.

ART AND DESIGN (PHOTOGRAPHY)

Title of qualification	GCSE Art and Design Photography
Foundation Term	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; work presentation skills, camera craft, Photoshop skills and how to analyse the work of photographers.
Examination board & specification	AQA Art and Design
Assessment	60% Coursework 40% Examination
Examination entry	Grades 9-1
Course overview	<p>Training Unit: During the first term students learn how to observe & record, including learning about camera craft, presentation styles in portfolios and photo editing software - essentially Photoshop. Students explore a range of approaches, processes & techniques. They are encouraged to think and work independently and creatively. Workshop based lessons.</p> <p><u>Unit 1</u> Critical Studies – Students develop a unit of work from a choice of themes. A Sense of Place – Studying the urban environment. Trip to Manchester along with optional trip to Paris as inspiration.</p> <p><u>Unit 2</u> Externally set task – Set by AQA: a choice of themes provided by the exam board as the starting point for the unit</p>
Controlled assessment	10 hour controlled assessment (exam) carried out at the end of the externally set task unit.
Who should consider this course?	Anyone who enjoys art or photography or who wishes to work creatively and independently. Also those who aspire to future careers in art or design based disciplines.
Expectations of students who study this course	Students are prepared to think for themselves, to plan and take photographs wherever & whenever they have to - including weekends, to present their work to a high standard and to learn new skills.
Additional information	All our courses give students the opportunity to produce portfolios of work that they can show to prospective employers or use to help secure a place in higher education.

BUSINESS STUDIES

Title of qualification	GCSE Business Studies
Foundation Term	In the foundation term you will take part in a practical activity investigating production. The fundamental concept of adding value will be covered in detail, as will numerical measurements such as unit cost, productivity and profit. The aim of this unit of work is to provide you with a solid foundation on which to build in the remainder of the course.
Examination board & specification	AQA
Assessment	Three examination papers will test the entirety of the subject content, with one of the papers having a more practical focus (replacing the controlled assessment).
Examination entry	Grade 9-1
Course overview	<p>You will study the key functions of a business:</p> <ul style="list-style-type: none"> • Production: What is made? How is it made? How much does it cost to make? • Marketing: How do we find out what our customers want? How do we persuade potential customers to buy our product? • Finance: Are we making a profit? How healthy is our cash flow? • Human resources: Who do we need to employ? How are we going to attract employees to our business?
Controlled assessment	There will be no controlled assessment in this course. Assessment will be 100% examination.
Who should consider this course?	The course is exciting course for anyone who has an interest in learning about the way businesses work.
Expectations of students who study this course	Students need to be good all-rounders for this course: some mathematical skill is required, as is the ability to produce extended pieces of written work.

CHILD DEVELOPMENT

Title of qualification	Child Development
Foundation Term	You will study the physiology and anatomy of the male and female reproductive systems, their functions, and how reproduction takes place, including conception, fertilisation and implantation.
Examination board & specification	Level 1/2 Cambridge National Certificate in Child Development (This qualification is 120 Guided Learning Hours, and is equivalent to a GCSE in both size and in rigour).
Assessment	Written examination: <ul style="list-style-type: none"> • Health and well-being for child development - 1 hour and 15 minutes (50%) • Portfolio: Understand the equipment and nutritional needs of children from birth to five years (25%) • Portfolio: Understand the development of a child from birth to five years (25%)
Examination entry	Distinction* at L2 – Pass at L1
Course overview	You will study the following units over the 2 year course <ul style="list-style-type: none"> • the health and well-being of a child's development • the equipment and nutritional needs of children from birth to five years developmental norms of children from birth to five years
Controlled assessment	2 controlled assessments (worth 25% each of the final qualification) There are some practical aspects to the portfolios, in which students will be expected to carry out some additional research and practical investigations into a child's development and health needs.
Who should consider this course?	The course covers all aspects of the developing child. Students learn about how a child develops not only physically, and the biological changes that take place from birth to 5 years, but psychologically – including language development and attachment issues with primary carers.
Expectations of students who study this course	Students will be expected to carry out lots of independent research as part of both controlled assessments and should be able to work to deadlines.

CONSTRUCTION

Title of qualification	Level 1 and 2 Award in Constructing the Built Environment (GCSE equivalent)
Foundation Term	<p>The Year 9 Constructing the Built Environment course will be an exciting and diverse learning experience with a focus of acquisition of practical skills in joinery, painting and decorating and brickwork.</p> <p>You will work through mini practical projects and have the opportunity to develop your understanding of the construction industry so that you build the skills needed for success in Year 10 and Year 11.</p>
Examination board & specification	WJEC
Assessment	<ul style="list-style-type: none"> • Unit 1: Safety and Security in the Workplace - 25% of the final grade • Unit 2: Practical Construction Skills - 50% of the final grade • Unit 3: Planning Construction Tasks - 25% of the final grade
Examination entry	Level 2
Course overview	<p>You will study five units over the 2 years:</p> <ol style="list-style-type: none"> 1. Carpentry 2. Brickwork (coursework) 3. Painting and decorating 4. Planning a construction task (coursework) 5. Safety and security in the workplace
Controlled assessment	Controlled assessment is ongoing through the two years of the course.
Who should consider this course?	This course is aimed at students who enjoy practical learning and who are interested in developing careers in the construction industry from skilled tradesperson to surveying and managing construction projects.
Expectations of students who study this course	Must enjoy practical activities / learning and are willing to work outdoors in the summer months on the bricklaying units.

DRAMA AND PERFORMING ARTS

Title of qualification	GCSE Drama
Foundation Term	You will develop the skills needed for GCSE Drama, it is very much a skills based unit therefore you will participate in a range of practical activities to provide a strong skills base: Devising theatre, using a script-performing extracts, the role of the designer and analysis of performance. Also exploring a range of style and genre key terms and analytical vocabulary for both verbal and written communication of knowledge and understanding.
Examination board & specification	GCSE Drama (Edexcel)
Assessment	60% Practical Coursework, 40% written examination <ul style="list-style-type: none"> • Component 1 - Devised Drama performance/design • Component 2 - Scripted (published play) performance/design • Component 3 - Written exam - extracts from a play studied and a play seen.
Examination entry	Grade 9 - 1
Course overview	You will study the following over the GCSE: Creating theatre, both devised and scripted. Looking at the whole process of page to stage. Drama GCSE is much more than reading from a script and putting on a play. It involves, acting skills, costume, mask, set, sound, lighting and properties design. It is a fully practical hands on course; the written element is about your practical work. You will visit theatres, watch a variety of performances, participate in workshops led by professionals and your teachers, and use the extensive technical equipment installed.
Controlled assessment	You will participate in a number of drama projects throughout the course. At least one of these will be a devised piece - creating your own drama performance. At least one will be of an extract from a published/scripted play. You will be able to be assessed as an actor or designer. You will keep a portfolio of the process and the skills.
Who should consider this course?	The course is an exciting course for anyone who enjoyed Drama in Years 7/8, with a creative flair or an interest in acting or designing for theatre. It will build on confidence, discipline and team work. Giving a real insight into the machinations of the 'World of Theatre'.
Expectations of students who study this course	Students will need to commit to taking part in occasional activities, rehearsals and trips and keep a log of all the practical work as it is completed.

ENGINEERING

Title of qualification	GCSE Engineering
Foundation Term	The Year 9 Engineering course will be an exciting and hands-on year, where students will learn and practice the wide variety of skills needed for the GCSE course. There will be a great focus on the practical aspects of the course; you will learn how to use all of the tools and equipment available in the workshops, and understand how to work accurately to manufacture a range of high quality products. During this time, you will also be trained in using industrial-standard 3D modelling computer software, as used in Engineering companies, current computer games and animated films.
Examination board & specification	OCR Engineering Single Award
Assessment	60% Controlled Assessment 40% Written Examination
Examination entry	Grades 9-1
Course overview	You will study the many different facets of Engineering, including metal and polymer product manufacturing, industry-standard 3D CAD design software, technical drawing and laser cutting.
Controlled assessment	Controlled assessment is started in Year 10, and takes students through until Year 11. The assessment covers the research, design and manufacture of a working FM radio, and makes use of the skills obtained in the early projects.
Who should consider this course?	The course is an interesting and exciting course aimed at students who enjoy design or practical subjects, and are looking to progress into fields including Architecture, Automotive and Aeronautical Design, Mechanical Engineering and Game Design. The course also serves as an introduction to Apprenticeship schemes, and the Blue Coat Product Design A-Level course.
Expectations of students who study this course	Students will need to be engaged in their Controlled Assessment work, and meet the deadlines set by the department. Students will want to work to a high quality in all aspects of their work.
Additional information	Did you know: Engineering companies are projected to need approximately 87,000 people with degree qualifications per year. Currently the UK produces only 46,000 engineering graduates each year.

FOOD PREPARATION AND NUTRITION

Title of qualification	GCSE Food Preparation and Nutrition
Foundation Term	The Year 9 course will focus on the development and building of practical and theoretical skills. You will be working on more advanced and diverse practical making tasks and experience using equipment to GCSE level in a hands-on learning environment. It will be an exciting year where you will learn and develop the skills needed for success in the GCSE course. You will investigate the reasons why ingredients react as they do during food preparation, as well as looking at the nutritional needs of certain groups in society, special diets and ways in which food can be adapted.
Examination board & specification	(New for teaching September 2016) AQA Specification : Draft 8585
Assessment	<p><u>50% Examination 1 hour 45 minutes (100marks)</u> Theoretical knowledge of specification subject content.</p> <ul style="list-style-type: none"> • Section A: Multiple choice questions (20 marks) • Section B: contains five questions varying in styles (80 marks) <p><u>50% non-exam assessment (NEA).</u> NEA consists of one food investigation and one food preparation assessment.</p> <p>Food investigation (15%) Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food.</p> <p>Food preparation assessment (35%) Students will plan, prepare, cook and present a three course menu within 3 hours. They will produce a concise portfolio that demonstrates their application of technical skills and their practical outcomes, explains how they planned and carried out the preparation, cooking and presentation of their three final dishes and includes an evaluation of cost, the sensory properties and nutritional characteristics of each dish.</p>
Examination entry	No tiers examination paper. Grades 9 - 1.
Course overview	You will study over the 2 years (See assessment): It will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.
Controlled assessment	The NEA tasks will be released on 1 September (10 hour investigation task) and 1 November (20 hour food preparation assessment) of the academic year in which it is submitted (the beginning of Year 11). Pupils will have a choice of design tasks and contexts set by the exam board.
Who should consider this course?	The course is aimed at students who enjoy practical learning and working with food and who are interested in careers in catering or nutrition.
Expectations of students who study this course	Students will need to commit to taking part in regular and challenging timed practical work throughout Year 10 and 11 as this is a statutory assessed requirement of the course.

FRENCH

Title of qualification	GCSE French
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	WJEC
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from French into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into French (25%)
Examination entry	Higher Tier – Grades 4 - 9 Foundation Tier – Grades 1 - 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study three broad areas of content over the 2 years: <ol style="list-style-type: none"> 4. Identity & culture (e.g. relationships, healthy living, festivals & traditions) Local, national, international & global areas of interest (e.g. home town, 5. French-speaking countries, environment) 6. Current & future study & employment (e.g. jobs, future plans, school life)
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy French in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GERMAN

Title of qualification	GCSE German
Foundation Term	Revision of basic vocabulary from KS3 and of all key grammar points learned so far.
Examination board & specification	WJEC
Assessment	All examined at the end of the course in Year 11: <ul style="list-style-type: none"> • Reading: comprehension tasks & translation from German into English (25%) • Listening: comprehension tasks (25%) • Speaking: role-play, discussion of photo card, conversation (25%) • Writing: writing tasks including translation from English into German (25%)
Examination entry	Higher Tier - Grades 4 - 9 Foundation Tier - Grades 1 – 5 Students are entered at either Foundation or Higher Tier for all 4 examinations
Course overview	You will study three broad areas of content over the 2 years: <ol style="list-style-type: none"> 1. Identity & culture (e.g. relationships, healthy living, festivals & traditions) 2. Local, national, international & global areas of interest (e.g. home town, German-speaking countries, environment) 3. Current & future study & employment (e.g. jobs, future plans, school life)
Controlled assessment	There is no controlled assessment: all of the course is examined at the end of Year 11.
Who should consider this course?	If you enjoy German in Key Stage 3 then GCSE is a natural choice. Languages are highly valued in many areas of life including a wide range of jobs.
Expectations of students who study this course	In order to succeed students will learn vocabulary regularly, manipulate the language to use it for their needs, work hard at understanding grammar rules, and think critically when faced with challenging comprehension, drawing clues from the context where possible.

GEOGRAPHY

Title of qualification	GCSE Geography
Foundation Term	You will continue to build upon the skills needed for GCSE Geography through studying about earthquakes and the continent of Africa. The study of this topic will provide key content needed for the GCSE specification, as well as opportunities to develop a broader range of geographical skills. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	AQA
Assessment	100% Examination Paper 1: Living with the physical environment (35%) Paper 2: Challenges in the human environment (35%) Paper 3: Geographical applications (30%)
Examination entry	Grade 9-1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Urban issues and challenges • The changing economic world • The challenge of resource management • Issue evaluation • Fieldwork • Geographical skills
Fieldwork	Fieldwork will now be examined as part of the geographical applications paper. It is an exam. Pupils need to complete a human and a physical themed fieldwork to collect data.
Who should consider this course?	The course is an exciting course for anyone who enjoyed geography in Year 9. Geographers are good decision makers and many go on to work in the professions, in business and in management.
Expectations of students who study this course	Students will need to commit to taking part in the fieldtrips at GCSE as collecting data for both physical and human sections is a statutory requirement of the course.

HISTORY

Title of qualification	GCSE History
Foundation Term	You will continue to build upon the skills needed for GCSE History through a unit on Weimar and Nazi Germany. The study of this topic will provide key content needed for the modern world unit of the GCSE specification, as well as opportunities to develop a broader range of source and interpretation analysis strategies. Furthermore, students will practice GCSE examination questions through a range of assessment.
Examination board & specification	EDEXCEL History (from 2016)
Assessment	100% Examination Paper 1 (30%) Paper 2 (40%) Paper 3 (30%)
Examination entry	One Tier - Grades 9-1
Course overview	You will study four units over the 2 years: <ul style="list-style-type: none"> 4. Crime and Punishment in Britain, c1000–present, and Whitechapel, c1870–c1900: crime, policing and the inner city 5. Henry VIII and his ministers, 1509–40 6. Superpower relations and the Cold War, 1941–91 7. Weimar and Nazi Germany, 1918 - 39
Who should consider this course?	The course is a challenging but exciting course for anyone who enjoyed History at KS3. Historians are independent thinkers and enquirers, who are skilled at learning, developing and weighing up factual evidence. History students analyse and evaluate key concepts and differing interpretations to form their own conclusions about past and present events. Many historians go on to study subjects such as History, Politics, Law or International Relations at University and are found in a wide range of careers including the professions, business and management.
Expectations of students who study this course	Students will need to commit to reading, understanding and learning historical evidence. Students will apply content and skills to a variety of exam questions in which some require extended writing based on the use of sources and/or their own knowledge.
Additional information	The course textbooks are currently being produced to support the new GCSE. There will be one textbook per topic directly from EDEXCEL approved publishers.

ICT - COMPUTER SCIENCE

Title of qualification	GCSE Computer Science
Foundation Term	You will develop your programming skills, building on the basic skills you have already covered in the Levelled Python course. In GCSE Computer Science you need to be able to plan and write simple algorithms both for your coursework task and in the written exam paper, this will involve learning how to use simple pseudo-code and flowcharts to plan more detailed programs as well as testing that they work correctly. You will also use more complex software to develop your code and start to develop an understanding of how to spot and solve errors in your own code by using advanced software features required for GCSE like stepping through your code, adding breakpoints and using variable watches.
Examination board & specification	AQA Computer Science (8520)
Assessment	80% Examination Paper 1: Computational Thinking Paper 2: Theoretical Content 20% Non-Examined Assessment
Examination entry	Two Papers, grading 9-1
Course overview	You will learn a range of skills including : <ul style="list-style-type: none"> • How to write practical code through practice and exercises using Python programming language • How computers store and process data • Importance of algorithms in computer science • Basics of Cyber Security • Use of computer technology in society
Controlled assessment	Approximately 20 hours of controlled assessment
Who should consider this course?	The course is an exciting course for anyone who enjoys problem-solving and logic puzzles. You will be interested in creating your own programs to solve problems.
Expectations of students who study this course	Students will need to practice programming skills as part of homework tasks to develop the confidence and knowledge needed for the controlled assessment tasks.
Additional information	The software used at school is currently Python3 and PyScripter IDE. These are free to download, open-source software. PyScripter is not available for Macs and we suggest Komodo Edit which is also free and open-source.

MEDIA STUDIES

Title of qualification	GCSE Media Studies
Foundation Term	Today media surrounds us wherever we look. There's the internet, TV, film, video games, advertising and marketing, radio, magazines, papers and much more. The foundation term will introduce you to all of these aspects of the media, and give you the opportunity to develop the technical skills you will require to produce your own media products. You will experience photography, image manipulation and filmmaking.
Examination board & specification	AQA
Assessment	70% Examination 30% Controlled Assessment
Examination entry	Grade 9-1
Course overview	<p>GCSE media studies uses four major concepts that form the basis of the subject content:</p> <ul style="list-style-type: none"> • Media language: forms and conventions • Institutions • Audience • Representation <p>Underpinning the key concepts, the subject content is classified according to the following media forms/ platforms:</p> <ul style="list-style-type: none"> • Print and electronic publishing including newspapers, comics, magazines Moving image: television, film and video • Radio including commercial, network, public broadcasting, community • Web-based technologies/new media including internet, web design, social networking, weblogs, blogs, podcasts, gaming
Controlled assessment	30% Controlled assessment. Practical production project.
Who should consider this course?	The course is an exciting course for anyone who has an interest in learning about the way Media products are made and work.
Expectations of students who study this course	Students will need to be creative thinkers and willing to learn how to use the Apple Mac computers.

MUSIC

Title of qualification	GCSE Music
Foundation Term	You will develop the skills needed for GCSE Music through a unit on Popular Music. You will learn about significant artists who influenced the music that we listen to today, analyse how they came to compose and perform their songs and identify ways in which we can produce similar performances. There will be opportunities to develop performing and composing skills and also the chance to try GCSE style questions and develop your exam technique. There will be lots of opportunities to play your instruments in lessons and with people who have similar musical tastes as you.
Examination board & specification	AQA Specification
Assessment	Component 1: 1 hour 30 minute listening examination worth 40% of the total marks. NEA (Non-exam assessment): 60% of total marks from two components. Component 2: Performing non-exam assessment worth 30% of the total marks. Component 3: Composing non-exam assessment worth 30% of the total marks.
Examination entry	Grading 9-1
Course overview	<ul style="list-style-type: none"> •Understanding Music – listening, appraising, developing and demonstrating an in-depth knowledge and understanding of musical elements, musical context and musical language. •Performing Music – interpreting relevant musical elements and techniques to communicate musical ideas with accuracy, expression and interpretation. •Composing Music – developing musical ideas and composing music that is musically convincing, making use of musical elements, devices and conventions.
Controlled assessment	There is no controlled assessment element in this Specification
Who should consider this course?	<p>This GCSE course has been designed to provide structured opportunities for candidates to develop their musical understanding through the interrelated activities of performing, composing, listening and appraising. The flexible assessment structure can be tailored to the needs of candidates whatever their musical background.</p> <p>The areas of study include a range of music from the past and present, including popular, western classical and music from other world cultures. The composing, listening and appraising elements of the course are taught entirely within the classroom. The course is exciting for anyone with an interest in music performance, composing and aural appreciation. Commitment to meeting deadlines and the ability to work independently are essential qualities in successful students who achieve high grades in Music.</p>
Expectations of students who study this course	You will be expected to perform on an instrument or through voice to a good standard to take this course. If you don't have Instrumental Music lessons, you should strongly consider starting, as performance is a very large part of the course.

PHYSICAL EDUCATION

Title of qualification	GCSE Physical Education
Foundation Term	You will begin to develop the skills required for GCSE Physical Education with a unit on fitness testing and training. Within this unit, you will develop knowledge and understanding of how to collect, analyse and interpret data from fitness tests in order to plan and adapt training sessions to meet individual needs. There will be opportunities to apply this knowledge, both practically and theoretically, in relation to GCSE style questions in order to develop your exam technique. Practical assessment is still a part of the new GCSE so you will also be assessed in a number of team games and individual sports.
Examination board & specification	AQA Specification 8582
Assessment	30% Practical 10% Coursework 60% Examination (2 papers)
Examination entry	Grading is 9 - 1
Course overview	Practically you will be assessed in a range of different sports and your top three must include at least one team game and one individual activity. <ul style="list-style-type: none"> • The theory content includes: <ul style="list-style-type: none"> • Anatomy and physiology • Movement analysis • Physical training • Use of data • Sports psychology • Socio-cultural influences • Health, fitness and wellbeing
Controlled assessment	For one of your three activities: <ul style="list-style-type: none"> • Analysis and evaluation of performance to bring about improvement. • Identifying two strengths and two weaknesses. (Either your own performance or the performance of another). • Creating an action plan in order to improve upon the chosen weaknesses. • Linking theoretical content to justify your action plan.
Who should consider this course?	The course is an exciting course for anyone who has a passion for sport. It will benefit those seeking a career in areas such as PE teaching, coaching, sports psychology, exercise science, sports rehabilitation and physiotherapy.
Expectations of students who study this course	Due to the practical nature of the course, practical performance is continually assessed throughout the two years. It is vital that you are willing and able to participate in all practical lessons. It is also advantageous to be involved in sport outside of school.

PRODUCT DESIGN

Title of qualification	GCSE Product Design
Foundation Term	The Year 9 Product Design course is an exciting year where you will develop your designing and practical skills for success at GCSE level. You will learn to use 2D design software and programme the laser cutter to manufacture your work and develop your Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) skills. We will work to develop your creativity and innovation by completing a series of hands on design and manufacturing projects as well your ability to work independently in all aspects of your work.
Examination board & specification	AQA Specification Design and Technology: Product Design
Assessment	40% Examination. The paper has two sections; Section A relates to the design context and section B relates to the research context and general course specification. 60% Controlled Assessment. This is in the form of an extended design and make project. It will evidence your research, design and practical work.
Examination entry	Grades 9-1
Course overview	You will study a range of design topics over the 2 years including: Understanding materials and processes. Product Evolution and development Design development and communication skills including CAD, Laser Cutting Working with a range of materials to produce products.
Controlled assessment	Controlled assessment starts in Year 10 and will be completed by February of Year 11. It takes place in lessons under the supervision and guidance of the class teacher. Pupils will have a choice of design tasks and contexts set by the exam board for this controlled assessment project.
Who should consider this course?	This course is suited to students who enjoy being creative and developing their own designs. It is the ideal preparation for the Product Design A Level in our 6th form and can lead to a wide range of Design based degrees at University including; Product Design, Interior Design, Architecture, Furniture Design, Jewellery Design and many more exciting career pathways.
Expectations of students who study this course	Students will need to commit to their Controlled Assessment project fully, meet all the deadlines set and be able to work hard to produce work of the highest quality they can.
Additional information	GCSE Product Design leads onto A Level Product Design at Blue Coat. There are lots of University courses that lead to creative careers, including product design, car design, architecture, interior design to name a few.

SOCIOLOGY

Title of qualification	GCSE Sociology
Foundation Term	You will need to develop the skills and techniques necessary for studying GCSE Sociology. These skills include debate and discussion about different theories and ideas put forward by sociologists. You will have the opportunity to discover in more detail areas of concern in society such as inequality and crime. You will also actively participate in research methods such as observations and interviews.
Examination board & specification	AQA Specification GCSE Sociology
Assessment	100% Examination Unit 1: Family, Education and Studying Society (50%) Unit 2: Crime and Deviance, Inequality and Mass Media (50%)
Examination entry	Grade 9 - 1
Course overview	You will study the following units over the GCSE: <ul style="list-style-type: none"> • How families and gender roles have changed in society today • Why educational differences exist between children of different class, gender and ethnic backgrounds • How sociologists research topic areas in society and the problems with researching human behavior in this way • How and why levels of inequality exists and what factors can cause it to continue • How and why people may commit crime or become deviant in society • To look at the effects of the mass media on people's socialisation in particular how they vote
Who should consider this course?	Sociology is a thought provoking and insightful course into real life issues and why they occur. Many students that study sociology continue on into A level and can eventually pursue careers in social work, politics, teaching and legal professions. This course is brilliant for those students that want to expand their minds and consider why things happen the way they do in society.
Expectations of students who study this course	Students will need to fully commit to learning the material, for example the sociological theories and concepts. As well as this they should try to become more actively engaged in the news and current affairs- taking a keener interest in what is going on in society.

TEXTILES

Title of qualification	GCSE Textiles
Foundation Term	You will complete a 'Training Unit' where you will be taught the skills needed to achieve your target grade or higher. For example; sketchbook presentation skills, machine skills alongside other textiles techniques and processes.
Examination board & specification	AQA Specification Art – textiles
Assessment	60% Controlled Assessment 40% Written Examination
Examination entry	Grades 9-1
Course overview	You will study a variety of design strategies to create on-trend and innovative fashion and textiles products. Areas of study include trend research, fashion illustration, fashion graphics, CAD/CAM design software, e-textiles, laser cutting, pattern cutting and construction.
Controlled assessment	The controlled assessment task is completed over the course of a year from Year 10 to Year 11 and allows students to select from a variety of design tasks. Students also submit one textiles product of their own design, which range from fashion garments through to innovative design solutions and sportswear.
Who should consider this course?	The course is suitable for any pupils who are creative, interested in a career in design or who enjoy the challenge of an exciting practical subject. A GCSE in Textiles Technology would provide an excellent pathway to careers in the fashion industry, graphics, design and art direction, retail, and manufacture. It also provides an excellent stepping stone to a foundation degree in Art and Design, before pupils go to university.
Expectations of students who study this course	Students will need to learn how to work independently and in a self-motivated way, to submit a high standard of work throughout the course and in their Controlled Assessment Task.
Additional information	The Fashion Industry in the UK alone is worth over £21billion. Manchester is the second biggest city of design next to London and is home to many design studios and creative forces that work internationally to create products that we interact with on a daily basis.

FURTHER INFORMATION

Page No.	Title of qualification	Further Information
5	GCSE English Language & Literature	AQA website: http://www.aqa.org.uk/subjects/english/gcse
6	GCSE Mathematics	Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
7	GCSE Religious Studies	There are lots of examples of how you will learn in RS on the KS4 section of Bloodle. The AQA specification can be found here: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-b-4055
8	GCSE Combined Science	AQA website: http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources
9	GCSE Triple Science	AQA website: http://www.aqa.org.uk/subjects/science/gcse/biology-8461 http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 http://www.aqa.org.uk/subjects/science/gcse/physics-8463
11	GCSE Geography	AQA website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035
12	GCSE History	See Miss Cohen or visit Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
14	GCSE French	WJEC website: http://www.eduqas.co.uk/qualifications/french/gcse/
15	GCSE German	WJEC website: http://www.eduqas.co.uk/qualifications/German/gcse/
17	GCSE Art and Design (Fine Art)	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206 https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/artscraftsdesign.aspx

18	GCSE Art and Design Photography	AQA website: http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
19	GCSE Business Studies	Refer to the AQA website from 19th May onwards for the draft specification. Please note this is subject to change.
20	Child Development	OCR Website: http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/
21	Level 2 Constructing the Built Environment	Course overview and specification: http://www.wjec.co.uk/qualifications/construction-and-built-environment/constructing-the-built-environment-level-1-2-award.html
22	GCSE Drama	See Mrs Edwards-Cotton or Miss Smith
23	GCSE Engineering	See Mr. Briggs
24	GCSE Food Preparation and Nutrition	AQA website: http://www.aqa.org.uk/subjects/food-preparation-and-nutrition/gcse/food-preparation-and-nutrition-8585
25	GCSE French	WJEC website: http://www.eduqas.co.uk/qualifications/french/gcse/
26	GCSE German	WJEC website: http://www.eduqas.co.uk/qualifications/German/gcse/
27	GCSE Geography	AQA website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035
28	GCSE History	See Miss Cohen or visit Edexcel website: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
29	GCSE Computer Science	AQA website: http://www.aqa.org.uk/subjects/ict-and-computer-science/gcse/computer-science-8520
30	GCSE Media Studies	AQA website: http://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-4810

31	GCSE Music	AQA website: http://www.aqa.org.uk/subjects/music/gcse/music-8271
32	GCSE Physical Education	AQA website: http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582
33	GCSE Product Design	See Mrs Parker
34	GCSE Sociology	AQA website http://www.aqa.org.uk/subjects/sociology/gcse/specification-4190
35	GCSE Textiles	See Mrs Lawson

GCSE CHOICES 2016 - 2019

Surname: First name: Form

Option 1 Humanities	History	
	Geography	
Option 2 Languages	French	
	German	
<p>Please select three free choices below in order of preference.</p> <p>We cannot guarantee that you will be awarded options 3 & 4. In the vast majority of cases, students will be given two choices from the three below.</p>		
Option 3		
Option 4		
Option 5		

I have agreed the options choices of my son / daughter and understand that any two of the three choices (options 3-5) may be allocated for study next year. The school will make every effort to ensure that the overwhelming majority of students will receive two of their three choices.

Signed: (Student) Signed: (Parent/Guardian/Carer)

PLEASE RETURN THIS FORM TO FORM TUTORS BY MONDAY 18th APRIL 2016